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things natural and ideal; and if my account is complicated and eclectic, I can only say that I believe the world in which we live is far more complex and polyglot. It would be well for us, since we must be biased and fragmentary, to cultivate as many independent ways as possible of depicting the world. We need not miss all the parts, even if we miss the system. Our thoughts are not varied and plastic enough to cope with reality; yet our theories are always striving to make them more unitary and rigid. Poor indeed would human nature be, if philosophers had made it. Fortunately knowledge is of natural growth; it has roots underground, prehensile tendrils, and even flowers. It touches many miscellaneous things, some real and some imaginary, and it is a new and specific thing on its own account.

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REVIEWS AND ABSTRACTS OF LITERATURE

The Scientific Study of the College Student. H. D. KITSON. Psychological Review Monograph No. 98. 1916. Pp. 81.

In this monograph Dr. Kitson discusses the attempts being made at the college of commerce and administration of the University of Chicago scientifically to determine the capabilities of the students, especially in their freshman year. That such determination is desirable was recognized long ago, and is becoming increasingly evident with lapse of time. Academic "cripples," who in the past were often thought of as necessary phenomena of the curve of distribution of college grades, are not always so evaluated at present, while the claims of the better-than-average students to especial care and training are increasingly admitted. Because of these facts the college of commerce and administration, with some other colleges throughout the country, is attempting to find some scientifically accurate method of studying the individuals of the student body.

A very complete study of the school, social and personal history of the candidate for admission to the freshman class is made, and this is correlated with the results of numerous conferences with the dean of the college, with the quarterly reports of instructors, with results of medical examination, and with the results of a series of psychological tests. It is with this last that the monograph is concerned.

In making up the series of tests to be used attention was given to the degree in which procedure in administering has been standardized by other experimenters, to economy in time and effort in

administering, and to the degree in which the practise effect occurs. Those tests in which the practise effect is very evident were considered unsatisfactory.

After a survey of the tests of possible applicability there were chosen sixteen as follows: Number-checking; memory for numbers heard; memory for objects seen; memory for logical material, heard; secondary memory for same; immediate memory for logical material, seen; secondary memory for same; loss in logical material, heard; loss in logical memory, seen; opposites test; constant-increment test; hard-directions test, printed; directions test, oral; word-building test; sentence-building test; business-ingenuity test. These tests were not given in serial order, as some of them were given to groups and some to individuals, and some required the lapse of time after the administering of the test immediately preceding them in the serial order.

Forty students were tested—32 freshmen, 6 sophomores, and 2 juniors. There were 31 men and 9 women. Their average age was 19.9 years. Inasmuch as they all came from the college of commerce and administration they were to some extent a selected group. The tests were given at a uniform time of day, and always by Dr. Kitson.

It is interesting to note that no sensory tests are included in the list, but one misses more tests of kinesthesia and of motor control which, it would seem, might well have been included.

A method of numerical scoring was arranged for each test according to definite rules rigidly adhered to. The net scores of the individual students were obtained by adding the units of deviation above the average and those below the average, and subtracting the smaller from the larger number. Thus the net scores for the forty students ranged all the way from +259 to -255. The results were also graphed about an average line in terms of deviation stated in proportion of the standard deviation, for each test of each student. The individual variation of a particular student might vary from +3 S. D. to -3 S. D.

A correlation of .44 was found between the results of the tests and the university grades of the students. An estimation of the actual intelligence of the students made by the dean on the basis of all information at his command bore a correlation of .57 with the tests.

Several specific cases are given of the kind of aid which the tests afforded in the handling of certain students whose records offered difficult problems.

The final chapter is an essay on the need for, and the nature of, vocational guidance for students. Interesting figures are given from investigations of the student bodies at Chicago, Ohio Wes-

leyan, Dartmouth, Columbia, and Minnesota as to the percentage of students whose vocational choices had not been made. The number undecided is large. The discussion of vocational guidance is commendably moderate in tone, and offers several interesting ideas.

The monograph as a whole is a valuable contribution to a field which requires a huge amount of work before it is completely surveyed. It is refreshing to find accuracy and care combined with moderation in claiming results, to such an extent as is true of Dr. Kitson's work.

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JOURNALS AND NEW BOOKS

THE PHILOSOPHICAL REVIEW, January, 1918. *Consciousness and Self-Consciousness* (pp. 1-20): WILLIAM HENRY SCOTT. — Reviews and rejects the accounts of consciousness as set forth by James, McGilvary and Woodbridge. Affirms the distinction between consciousness and self-consciousness, shows how the "self" can be both subject and object and yet one undivided and indivisible self. *Pragmatism vs. Dualism* (pp. 21-38): A. K. ROGERS. — Criticizes the pragmatist's tendency to dismiss non-pragmatic views as unreal and artificial. Proceeds from the standpoint of common-sense dualism to a critical analysis of the concepts, knowledge, consciousness and experience as set forth by Dewey. Concludes that Dewey does not succeed in avoiding subjectivism and that the epistemological problem can not so easily be set aside. *Paraphysical Monism* (pp. 39-62): LEONARD THOMPSON TROLAND. — "Paraphysical monism may be regarded broadly as a purged and modernized edition of the general idealistic *Weltanschauung*." Through an empirical study of the relations between consciousness and the physiological process of response, it is claimed that the key is found for a synthetic interpretation of the results of psychology and physics which will give to the physical universe a metaphysical meaning. *Discussion: Beyond Realism and Idealism vs. Two Types of Idealism* (pp. 63-75): WILBUR M. URBAN, J. E. CREIGHTON. — A review of Professor Creighton's paper, "Two Types of Idealism," in which the claim is made that there are elements in Professor Creighton's argument which lead logically to its abandonment. A brief reply and defense by the author. *Reviews of Books: Former Students in the Sage School of Philosophy of Cornell University*, C. H. SABINE, editor, *Philosophical Essays in honor of James Edwin Creighton*: WARNER FITE.